DOCUMENT RESUME

ED 097 663 CS 001 430

AUTHOR Narang, H. L.
TITLE Canadian Masters' Theses in Reading Education: An Annotated Bibliography.
PUB DATE Apr 74
NOTE 78p.

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS *Annotated Bibliographies; Higher Education; *Masters Theses; Reading Achievement; Reading Comprehension; Reading Diagnosis; *Reading Instruction; *Reading Research; Reading Skills; Teaching Methods
IDENTIFIERS *Canada

ABSTRACT

This annotated bibliography on reading education consists of 131 abstracts of Canadian masters' theses in the areas of reading instruction, reading research, and reading achievement. The masters' theses included in this document, completed at 14 Canadian Universities during a fifty year period from 1922 to 1972, are arranged in alphabetical order by the authors' last name. A subject cross-index is included. (RB)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ED 097663

CANADIAN MASTERS' THESES IN READING EDUCATION:

AN ANNOTATED BIBLIOGRAPHY

H. L. NARANG

FACULTY OF EDUCATION

University of Saskatchewan

Regina, Saskatchewan

Canada

PERMISSION TO REPRODUCE THIS COPY-RIGHTED MATERIAL HAS BEEN GRANTED BY

H. L. Narang

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

CS 001 430

April, 1974

Master Theses in Reading Education

Distribution by Universities	
Alberta	78
Bishop's	1
British Columbia	10
Calgary	6
McGill	2
Manitoba	4
Memorial	3
Mount St. Vincent	2
New Brunswick	4
Ottawa	1
Queen's	1
Saskatchewan	11
Toronto	7
Winnipeg	1
Total	131

Distribution by Year	
1922	2
1935	2
1937	1
1939	1
1940	2
1943	1
1948	2
1949	1
1950	1
1951	1
1952	3
1954	1
1956	3
1958	2
1959	3
1960	2
1961	4
1962	2
1963	4
1964	6
1965	8
1966	8
1967	5
1968	18
1969	15
1970	20
1971	7
1972	6
	131

1. ANAND, BESSIE MAY, An Investigation of Lateral Dominance, Left-Right Discrimination and Reading Achievement of Children in the Second Year of School. University of Alberta, 1971.

The purpose of this study was to investigate the relationship between left-right discrimination and reading achievement and between lateral dominance and reading achievement in children in the second year of school.

The subjects were 57 pupils from a large urban school in Alberta. They were administered a series of tests.

The results of the Investigation showed that pupils who were able to consistently identify their lateral body parts and who knew the correct verbal labels for left and right, scored higher in oral reading. It was also found that left-handed children scored significantly lower in oral reading achievement and made more reversal errors than the right-handed.

The study suggests that teachers of children in the primary grades should carefully teach children who show any directional confusion regarding their lateral body parts or who do not know the correct verbal labels for left and right. Suggestions for teaching include, among others, the V.A.K.T. method and frosting materials.

2. ANDRES, MAURA MENDOZA SAN, The Effect of an Oral Reading Program on Reading Achievement, Listening Vocabulary and Attitude Toward Reading of Grade Five Children. University of British Columbia, 1969.

The major purpose of this study was to determine the effect of a program of oral reading by the teacher on children's silent reading achievement, listening vocabulary and attitude toward reading.

Eight grade-five teachers, each teaching two reading classes in the Vancouver schools, were utilized in this study. One class taught

by each teacher served as the control class and the other the experimental class. The program lasted for twelve weeks. Subjects were pretested and post-tested on the Gates MacGinitle Reading Test, Peabody Picture Vocabulary Test, and San Diego County Inventory of Reading Attitude.

The findings did not show any significant difference in silent reading achievement, listening vocabulary or attitude toward reading between the two groups. However, the boys benefited more than girls in silent reading comprehension.

3. ANDREWS, REGINALD MURRAY, An Investigation of the Leisure Reading of Advanced Elementary Grade Pupils with Regard to Various Selected Associated Factors. Mount St. Vincent University, 1963.

The purpose of this study was to investigate the leisure reading of students in the advanced elementary grades, with reference to their leisure reading habits, reading interests, number of books and magazines read, and achievement in reading speed, vocabulary and comprehension.

The subjects were 81 girls and 103 boys in grades six, seven, and eight in two schools in Halifax county, Nova Scotia.

The instruments used in the investigations were a Leisure Reading Inventory specially prepared for this study, a test of mental ability and the Gates Reading Survey.

The analysis of the data indicated the following: (i) the most common habit was "whenever there's nothing more interesting to do," (ii) reading interests in order were mystery and detective stories, animal stories, war, love, adventure, humour, sports, (iii) the subjects spent 5.13 hours per week in leisure reading, (iv) girls read more than boys, (v) mean reading speed for the group was 6.96, and mean scores for vocabulary and comprehension were 7.50 and 7.53 respectively, and (vi) the subjects had read 21 books during the preceding year.

4. ARMSTRONG, ROBERT DAVID, An Experiment in Teaching Work-Study Skills by Television to Grade Five and Six. University of Alberta, 1960.

This study reports the results of an experiment in close-circuit television carried out in the first two weeks of March, 1958. The purpose of the experiment was to compare the effectiveness of teaching certain work-study skills to grade-five and six pupils by close-circuit television with conventional classroom methods.

Two grade-five and-six classes were taught six lessons in work-study skills by close-circuit television. Two other classes were taught by the T.V. teacher but in the conventional manner; and two other classes were taught by their regular classroom teachers. Testing was carried out before and after the experiment. A questionnaire was also used for the CCTV lessons.

Results showed that grade-five and-six pupils taught by TV gained as much in achievement as pupils taught by conventional means. Results of the questionnaire showed a general acceptance of the use of television for teaching.

5. BAIN, BRUCE CAMPBELL, Form Copying and Reading Ability, University of Alberta, 1968.

This study investigated the relationship between geometric designs and reading ability in school-age children.

Thirty first-grade and thirty second-grade children were administered the Bender Gestalt and the Stanford Achievement Test.

Analysis revealed a significant correlation between the scores on the two tests.

6. BARTLETT, ROLAND O., The Teaching of Reading with Special Reference to the Protestant Schools in the Province of Quebec. Bishop's University, 1940.

This study presents reading programs and practices in the Protestant schools in the Province of Quebec.

The investigator discusses some of the principles of teaching reading with reference to psychology and child development. Characteristics of pupils at various levels, instructional procedures and appraisal of reading skills are presented.

7. BAYLY, ARCHER GEORGE, An Evaluation of an Originally Organized System of Teaching Primary Reading Under Ordinary Classroom Conditions. University of Alberta, 1948.

This study undertook to examine the Turnley method of teaching reading and to discover the contributions it might make to improving reading instruction.

One class of Grade I children taught by the Turnley method was compared with four other classes at the Grade I level. Both the experimental and control groups were matched for chronological age, mental age and I.Q.

The results of this Investigation indicated that the Turnley system did not prove to be any better and in many ways was less effective than the traditional methods used.

8. BECKER, FLORENCE MURIEL, A description of Observed Oral Reading Phenomena of Grade Four Children. University of Alberta, 1970.

The purpose of the study was to describe the reading phenomena of grade four students, average in reading achievement, through a linguistic analysis of miscues in their oral reading.

The subjects were given a selection of 4.9 readability level for oral reading. The children retold the story as an informal measure of comprehension.

Pupils' oral reading miscues were tabulated according to the Goodman Taxonomy of Reading Miscues. Analysis of the data indicated that there is no significant difference by sex, reading achievement or I Q in the number of miscues per hundred words.

The findings of this study suggest that since the number of miscues is not necessarily an indication of comprehension level, and the "good" oral reader may not have a thorough understanding of what he reads, less attention need be given to accurate oral reading in an appraisal situation and more to comprehension of what is read.

9. BENGER, KATHLYN, A Study of the Relationships Between Perception, Personality, Intelligence, and Grade One Reading Achievement. University of Alberta, 1966.

The purpose of this study was to examine the relationships between visual perception, auditory discrimination, aural vocabulary, intelligence, and personality with first grade reading achievement.

Thirty above-average and thirty below-average readers were compared. Analysis of the data revealed that aural vocabulary was not a significant factor governing success in reading of primary children of average intelligence. Although no one measure was found to be a sufficient predictor of primary reading ability in itself, the strongest single predictor was a teacher-rating for the ability to concentrate. The strongest battery of tests for prediction of primary reading achievement was a combination of the Mariane Frostig Developmental Test of Visual Perception, the Wepman Auditory Discrimination Test and a teacher rating of concentration.

10. BOYCE, ELEANOR, Canadian Readers Since 1846: A Survey of Their Merits and Weaknesses as Instruments of Education. University of Winnipeg, 1949.

This study examines the readers used in Canadian schools since 1946 and discusses their strengths and weaknesses in terms of content, interest, and reading difficulties.

11. BRADSHAW, ELSIE, Patterns of Perceptual Performance in Children Who Are Severely Retarded in Reading. University of Alberta, 1963.

This study attempted to identify patterns of perceptual performance of a selected group of severely retarded readers in an effort to define these patterns as predictors of difficulty in learning to read.

Twenty-three children between the ages of ten and fifteen placed in special classes for remedial help were given a series of tests individually and in a group.

The analysis of data revealed no definite patterns of perceptual performance of severely retarded readers.

12. BRAUER, JOHN HEINZ, Mental Practice in Relation to the Learning of Rapid Reading Skills. University of Alberta, 1970.

The purpose of this study was to find out whether mental practice could improve the learning of speed reading skills and whether mental practice would be as effective in learning these skills as physical practice or if a combination of physical and mental practices would be more effective than either separately.

The subjects were 76 grade-eight students from a public school in Edmonton. The subjects were divided into 5 groups and each group was given a certain treatment. The Nelson-Denny Reading Test was administered as a pre- and post-test to determine the degree of progress. The results of the study showed that mental practice produced significant improvement in reading rate but not in vocabulary or comprehension.

13. BRETT, BETTY MARION, A Survey of the Leisure Reading Grade Nine Students in Central High Schools of Newfoundland. University of Alberta, 1964.

This study proposed to determine the reading interest of grade-nine students in Newfoundland.

The data was collected by means of a questionnaire from 84% of the teachers of literature and from a sample of two hundred and fifty students selected randomly.

The results indicated that the great majority of students liked to read and read far more than their teachers realized. However, many of the books they read were of little literary merit. Students were more influenced by the title of the book, the illustration on the cover, and their friends' recommendations than they were by either their teacher or their parents.

The literature course was popular and appeared to have some effect in stimulating interest in good books.

Two barriers in leisure time reading identified by students were a paucity of interesting books and a lack of reading time.

The study recommends availability of books, library space and provisions for a developmental reading program be given top priority in order to improve the situation.

14. CALDWELL, MURIEL A., A Survey of Methods of Beginning Instruction In Reading from 1900 to 1950. University of Alberta, 1959.

The purpose of this study was to review the methods that have been used in beginning instruction in reading from 1900 to 1950 to determine the major changes in methods of teaching beginners to read during that period.

The survey reveals the influence exerted on methodology by the objectives of reading instruction. It points out that different methods

achieve different results. The main trend appears to be toward (i) broadened objectives, (ii) the use of composite-eclectic methods (iii) an increase in the application of highly technical skills and a scientific attitude in determing methods in beginning instruction in reading.

15. CAMERON, ALEX ALFRED, A Critical and Comparative Analysis of the Vocabulary of Elementary School Children in their Free Writing. University of Saskatchewan, 1943.

This study proposed to examine critically the vocabulary of pupils in grades two to eight in written compositon and letters.

Children representing different backgrounds were selected from the five provinces of British Columbia, Alberta, Saskatchewan, Manitoba and Ontario.

The analysis of the data indicated that the number of different words that children used in their writing was greater than had often been supposed. It was also found that the range of words increased with each successive grade. The tendency to use uncommon words also increased through the grades. A list of 500 words used most frequently by children was developed.

16. CAMPELL, CHARLES SCOTT HENRY, A Survey of Leisure Reading in the Senior High Schools in Alberta. University of Alberta, 1962.

A province wide survey of high school leisure reading in Alberta in 1959 was carried out by means of two questionnaires, one sent to all the teachers of high school "leisure reading" and the other to a sample of the students in grades seven to twelve.

The responses were analyzed and it was concluded that the leisure reading program in Alberta high schools was largely satisfactory and beneficial. It was, however, felt that improvement was needed in reading facilities and in reading guidance for students.

17. CARMICHAEL, ANNE, A Survey of the Achievement of Alberta School Children in Reading. University of Alberta, 1954.

This survey was conducted to determine the status of reading achievement in Alberta schools.

The California Reading Tests were administered to grades-four and seven pupils from randomly selected schools.

The data ranked both grades in descending order of reading achievement from urban through town and graded rural to ungraded rural pupils. The mean score for urban and town pupils did not differ markedly, but both scores are higher than those for rural pupils.

The progress in reading achievement was greater in grade four than it was in grade seven.

18. CARRAN, ETHEL GEORGIA, A Study of Auditory Blending Ability and its Relationship to Reading Achievement in Grade Two. University of Alberta, 1968.

The purpose of this study was to determine certain aptitudes and characteristics which might be related to blending ability, and to examine the relationship between auditory blending ability and reading achievement of children who were in their second year of school.

The sample was comprised of two groups of 25 children each, grouped according to their performance on the Roswell-Chall Auditory Blending Test. Aptitude measures were auditory discrimination, auditory memory and laterality.

Findings of this study indicate that (i) auditory blending ability was not a significant predictor of reading and spelling achievement, and, (ii) the ability to discriminate and categorize vowel sounds was a strong predictor of reading and spelling achievement.

This study questions the emphasis placed on auditory blending ability as proposed by some authorities.

19. CARTER, ROBERT RICHARD, An Investigation of the Ability of Grade Six Students to Read Selected Social Studies Material. University of Alberta, 1969.

This study attempted to determine how well grade-six students could read two types of word text and map combination for specific, factual information, as compared to their ability to read such information from a word text or map as separate entities.

The sample consisted of 200 grade-six students attending four elementary schools in a small city in northern Alberta. They were divided into four groups and each was given the Map-Text Comparative Reading Test. Each group was given a different presentation.

The results indicated that the students read the Word Text and Word plus Map Presentation with about equal success.

The findings of this study suggest that grade-six students are not assisted by maps or combined word text and map presentations in reading social studies reference material for factual information. This might be attributed to a lack of development in map reading skills.

20. CHISLETT, BERENICE, Sequence Perception, Finger Differentiation Ability, and Reading Achievement in Achieving and Non-Achieving Readers. University of Alberta, 1970.

This study was designed to ascertain the ability of achieving and non-achieving readers in grade-two to perceive letter sequences in words, sequences in combinations of letter-like forms, and their finger differentiation ability. The relationship of these abilities with three measures of reading achievement was also investigated.

The subjects forming two groups of thirty each were selected from two Edmonton public schools on the basis of their scores on the Metropolitan Reading Achievement Test. Each subject was tested for his perception of letter sequence in words, his perception of sequences in letter-like forms, and his finger differentiation ability.

The analysis revealed that achieving readers made relatively few sequence errors, either with letter or with letter-like forms. This showed no relationship to their reading achievement. Non-achieving readers made many more letter sequence errors.

21. CORRIGALL, ARLENE ADELL, An Experimental Study to Determine the Vocabulary of Grade Two Pupils in their Free Writing with Special Reference to the Effect of Differences in the Occupations of Parents upon This Vocabulary. University of Saskatchewan, 1935.

The purpose of this study was to examine the vocabulary of grade-two pupils in their free writing, with special reference to the effect of differences in the occupations of parents upon vocabulary.

For the purpose of this investigation materials written by children in British Columbia and Prairie Provinces were obtained and analyzed.

The results indicated that the factor of parental occupation influences both the range and types of words used by children. However, the environment of the child can overcome the effect of the occupation of parents.

22. COSENS, GRACE VELINA, An Experimental Study of the Effect of Training in Auditory Discrimination on Reading Achievement in Grade One. University of Alberta, 1968.

This study investigated the effect of taped training in auditory discrimination, on the reading achievement and the auditory discrimination of grade-one subjects, who scored low in auditory discrimination.

The subjects who scored low on the auditory discrimination and auditory acuity made up the sample. They were given four weeks training.

Analysis of the data revealed that taped training in auditory discrimination near the close of grade one resulted in improved scores on total auditory discrimination. There was no significant improvement

in oral and silent reading achievement as a result of auditory discrimination training. However, it was suggested that auditory training earlier in grade one might result in improved silent reading scores.

23. COSSITT, MARY B., A Study of Reading Achievement of Twins in Grade One. University of Alberta, 1966.

This study investigated the reading performance of identical and fraternal twins at the grade one level in an attempt to identify patterns of performance.

The sample consisted of six pairs of identical twins and eight pairs of fraternal twins selected from grade-one in the Edmonton school system. A number of tests were administered to the groups.

Comparison of the twins with a grade-one population showed no difference on the Gates Primary Reading Tests. Comparisons between the two twin groups were not statistically significant.

Both twin types indicated a high incidence of hearing loss. Mixed dominance was typical of the two groups but the identical twins tended to exhibit this trait to a greater degree.

24. COUL, WILLIAM HENDRY, A Normative Survey of Reading Achievement of Alberta School Children in Relation to Intelligence, Sex, Billingualism and Grade Placement. University of Alberta, 1956.

This investigation compared the reading achievement of Alberta school children in relation to intelligence, sex, billingualism, and grade placement.

Five samples were randomly selected from eight geographical areas of the province of Alberta. The tests used were California Short-Form Test of Mental Maturity and California Reading Tests.

The study provided evidence that a significant positive relationship exists between reading achievement and intelligence. In comparing the

sexes, no significant difference was found in intelligence or reading achievement. Monoglot pupils were found to obtain significantly higher reading scores than bilingual pupils.

25. CRAIG, JAMES MUNN, An Investigation into the Relationship Between Mental Abilities, Reading Abilities, and Knowledge of Some Basic Concepts in Social Studies. University of Alberta, 1950.

The purpose of this investigation was to ascertain the relationship between reading ability and mental ability, on the one hand, and knowledge of some of the basic concepts of social studies, on the other, in Alberta high school graduates.

The subjects were 271 students in the Junior Elementary and Intermediate Program in the Faculty of Education, University of Alberta.

The results indicated that there were low but positive correlations between reading skills, as measured by Iowa Silent Reading Test, and knowledge of social studies, as measured by the Social Studies Concept Test developed by the investigator. The mental ability was, however, more closely related to the knowledge of social studies.

26. CUTHBERTSON, NOFMAN HERBERT, The Scope and Relative Diagnostic Efficiency of Certair Reading Tests at the Elementary Level. University of Alberta, 1951.

The main purpose of this study was to discover the diagnostic value of certain group silent reading tests at the elementary school level.

Five tests were administered to 160 subjects and the results were analyzed. For the purpose of diagnosing vocabulary and comprehension the untimed tests, which were widest in scope, appeared to be superior to the timed tests. Rate tests, which provided constant checks on comprehension and which continued for a period of five minutes or more, proved to be superior to those employing one minute intervals with no checks on comprehension.

27. DAHL, THOMAS CLIFFORD, Attitudes of Ontario Secondary Teachers Towards Teaching of Reading in Ontario Secondary Schools. University of British Columbia, 1970.

The purpose of this study was to survey the attitudes of Ontario secondary school teachers towards teaching reading in Ontario high schools.

The survey was carried out by means of a questionnaire mailed to 2,500 randomly selected teachers in Ontario.

The analysis of the data showed that more than 80% of the respondents to the questionnaire agreed that their students needed reading instruction. Approximately half of the respondents said that their schools offered some form of reading instruction. However, less than one-eighth of the respondents had received training in teaching reading.

Difference of teaching locale, subjects taught, or length of teaching experience did not appear to influence general attitude toward reading instruction.

Provisions of reading programs in the schools and preparation of teachers were suggested by the study.

28. DAVIDSON, NANCY ELIZABETH, Children's Reading Comprehension of Connectives and Personal Pronouns in Social Studies. University of Alberta, 1968.

The purpose of this study was to investigate pupils' reading comprehension of the connectives and personal pronouns in social studies material.

The subjects were 248 pupils from grades four, five and six, from the Edmonton Separate School System. The subjects were divided into two experimental and two control groups. Two series of cloze tests were used; one series assessed pupils' reading comprehension of social studies material and the second series tested their understanding of the connectives and personal pronouns contained in identical passages.

The findings of this study suggested that the comprehension problems encountered in reading social studies material may be compounded by the difficulties in understanding the connectives and personal pronouns contained in such material.

29. DAWE, GEORGE HAROLD, An investigation into the Relationship Between the Reading Ability of Grade IX Students and Their Achievement in Each of Two Content Fields. University of Alberta, 1952.

This study attempts to show how the reading ability of the Alberta grade IX students was related to their success in literature, general science and health education.

Three hundred and fifty-five papers written by grade IX students were examined.

The findings show that the results of the reading test were positively and rather highly correlated with the results in literature and the correlation of the reading scores with the marks in general science and health education was lower, yet positive and substantial.

30. DAYTON, MARY ELIZABETH, An Investigation of the Relationship Between Reading Level and Academic Achievement at the Grade Ten Level. University of New Brunswick, 1969.

The purpose of this study was to investigate the relationship between reading level and academic achievement at the grade ten level.

A random sample of one hundred grade-ten students made up the experimental group. They were administered the Lorge-Thorndike Intelligence Test and the Iowa Silent Reading Tests. The final marks in English, History, and Mathematics were tabulated for each student to serve as a measure of achievement.

The analysis of the data indicated a definite relationship between reading level and academic success. It was, however, suggested that the correlation could not be used for predictive purposes.

31. DICKSON, SHARON LORANE, Recognition and Application of Vowel Generalizations by Grade Four Children. University of Alberta, 1970.

This study tested grade-four pupils' ability to recognize vowel phonic generalizations, when presented inductively and deductively, and their ability to apply these generalizations in written and oral materials.

The experimental group consisted of 146 grade-four pupils from five public schools in Edmonton. A vowel generalizing test developed by the investigator was administered.

The analysis of data revealed that the ability to recognize vowel generalizations, whether presented inductively or deductively, was significant beyond the .05 level in comparing pupils' performance on the written form of the application test, but was not significant on the oral form of the application test.

This study indicates that the formal presentation and learning of vowel generalizations is questionable.

32. DUGGAN, E. ANTHONY, The Effect of Special Training in Motor Skills on the Reading Ability of Grade Two Pupils with Specific Reading Disability. University of British Columbia, 1967.

The purpose of this study was to investigate the effect of special training in motor skills on the reading ability of grade-two pupils who have a specific reading disability.

Thirty grade-two pupils from a Vancouver school were the subjects for this study. They were all classed as poor readers on the basis of the Metropolitan Achievement Test. They were assigned to five groups, six pupils in each. Group I was the control group. Group II received extra instruction in motor skills and reading. Group III was given special training in motor skills only. Group IV received only extra reading instruction, and Group V received special training in both

reading and visual perception. The experimental groups received approximately fifty minutes of special training every day for a period of sixty-five days. At the conclusion of training all subjects were tested in general motor capacity, visual perception and reading ability.

Analysis of the data showed that pupils given special training in motor skills improved in reading ability but no more than children in any of the remaining groups. This study also suggests that special training in motor ability skills can cause an improvement in the motor ability and visual perception of children at this age level.

33. EDWARDS, PETER, The Effect of Idioms on Children's Reading and Understanding of Prose. University of British Columbia, 1972.

The purpose of this study was to determine whether idioms cause difficulty for children in the reading and understanding of prose.

The study consisted of four randomly chosen groups of children in two schools. Randomly assigned children in each group were given one of the four specially constructed tests of idioms. The children read their assigned test and answered comprehension questions by selecting one of the four multiple choice alternatives for each test item.

The statistical analysis of the results showed that idioms cause difficulty in reading comprehension. There was no significant difference between the performance of boys and girls.

The investigator suggests that further research into the incidence and type of idiomatic language used in books and the best method of teaching idioms is required. He also recommends the revision of readability formulas because of the idiomatic language frequently used in the printed materials.

34. ENNENBERG, MARGARET DOROTHEA, The Relationship Between Failure In Beginning Reading and Certain Developmental and Environmental Factors. University of British Columbia, 1967.

The purpose of this study was to explore the relationship between first grade reading failure and certain environmental and developmental factors, using the case study method.

The subjects were sixteen boys and six girls who ranged in age from 7.1 to 8.2 and in I.Q. from 73 to 113. The factors investigated were intelligence, visual perception, style of learning, self-concept and home environment.

The results indicated that the Pintner-Cunningham Primary Test appears to assess inaccurately the functioning intelligence. The Peabody Picture Vocabulary Test had a high correlation with reading success. The aspects of home environment basic to reading success appeared to be parental literacy, standards of behavior adjusted to the child's capacity, reasonable methods of discipline, and a warm relationship between the child and at least one parent.

35. EVANECHKO, Peter O. Context and Connotative Meaning in Grade Five. University of Alberta, 1968.

The purpose of this study was to show that the situational contexts within which words are learned and used restrict their meaning in certain respects and that the differences reflect diverse perceptions of the same sensual data as represented by language.

Two different treatment groups of 150 children each, from grade-five, were required to rate ten concepts on twenty Semantic Differential scales.

The findings of the study supported the conception of a differential world view as a result of differing meaning structures.

36. FAGAN, WILLIAM THEOPHANE, The Functional Application of Phonic K[illegible]ledge by Grade Three and Grade Seven Pupils. University of Alberta, [illegible].

This study tested the phonic knowledge of grade-three and grade-seven pupils and then attempted to determine the degree to which these pupils were using this knowledge to unlock the pronunciation of words in oral reading situations.

The subjects were 36 grade-three and 36 grade-seven pupils from an Edmonton Public School. Both groups were tested on a modified form of the Boyd Test of Phonetic Skill.

This study revealed that the grade-seven pupils had acquired a significantly greater amount of phonic knowledge than was attained by grade-three pupils. However, grade-three pupils made greater use of the principles than did the grade-seven group. All pupils seemed to experience little difficulty with 'initial' and ' final' consonants.

37. FAST, DOLORES JOAN, The Effects of Socio-Economic Status in the Development of Auditory Discrimination and its Relation to Reading Achievement. University of Alberta, 1968.

The purpose of this study was to compare the auditory discrimination of selected speech sounds, of first grade students in low socio-economic areas, with that of grade-one students in other than low socio-economic areas, and to examine the relationship between auditory discrimination and reading achievement of these 120 first-grade students.

The Fast-Cosens Auditory Discrimination Test and Metropolitan Reading Achievement Test, Primary IB were administered to determine auditory discrimination and reading achievement respectively.

Analysis of the data revealed a significant positive relationship betweeb auditory discrimination and reading achievement, and between auditory discrimination and socio-economic status. It was also found that auditory discrimination and intelligence quotients had significant

relationship.

An auditory discrimination training program for children from the low socio-economic areas was recommended on the basis of this investigation.

38. FAHY, PATRICK JAMES, A Survey of Reading Instruction in the Senior High Schools of Alberta. University of Alberta, 1972.

This study attempted to determine the extent to which teachers of English in Alberta accepted the responsibility to teach reading, and the extent to which teachers of English attempted to teach certain reading skills.

Data was gathered by means of a questionnaire and a School Data Sheet from 165 teachers in 55 schools in Alberta.

Analysis of the data showed that teachers of English accepted the responsibility for reading instruction and taught reading skills in their classes. The study also showed that the most experienced teachers, those with academic courses in teaching reading, and reading teachers, rated themselves best prepared and most successful in teaching reading.

39. FISK, ROBERT RITHIE, A Survey of Leisure Reading in the Junior High Schools of Alberta. University of Alberta, 1961.

The purpose of this survey was to ascertain the nature and scope of the leisure reading program in the junior high schools of Alberta.

The survey was made by means of a questionnaire mailed to teachers and students in the junior schools.

The results seemed to indicate that students generally benefited from the leisure reading program.

The survey recommended that more books be provided for junior high school libraries, and that more time be provided for leisure reading.

40. FOSTER, MARION ELIZABETH, A Comparative Study of Reading Achievement Between Comparable Groups of Pupils in Christchurch, New Zealand, and Edmonton, Alberta. University of Alberta, 1961.

The purpose of this study was to compare the achievement in reading vocabulary, speed, and comprehension of selected samples of students from Christchurch, New Zealand Standard-four, Christchurch Form-One, and Edmonton, Alberta grade-six. The three samples were of the same chronological age and had been in school for six years.

All the groups were administered the California Short-Form of Mental Maturity, the Austrailian Council of Educational Research Silent Reading Tests, and the Otis Self-Administering Test of Mental Ability.

Results showed the three sub-groups in descending order of rank for total reading achievement to be Edmonton grade-six, Christchurch Form-One and Christchurch Standard-four. In speed of reading, the Christchurch Form-One ranked first, the Edmonton grade-six second, and Christchurch Standard-four third.

41. FRIESEN, DORIS T. A Comparative Study of Kindergarten Readers and Non-Readers. University of Calgary, 1969.

This comparative study investigated differences in family background, pre-school teaching aid learning experiences, between kindergarten readers and non-readers attending schools in the City of Calgary.

The kindergarten readers were identified by a teacher questionnaire and an oral word reading test. The kindergarten non-readers were selected at random. There were thirty-one subjects in each group. Information on family background and pre-school experiences of each child was obtained from a questionnaire sent to the parents. Three standardized tests, administered to all subjects, provided information on intelligence, readiness skills, and learning rate.

Analysis of the data showed that readers preformed significantly different from non-readers on the following variables: age, intelligence, vocabulary, listening comprehension, following directions, auditory discrimination, auditory blending, visual discrimination, visual-motor coordination, knowledge of letter names, word recognition, and learning rate. It was also found that early readers had more fathers in professional occupations, more Canadian born mothers with a higher educational attainment, and devoted less time to television viewing than non-readers. The average family size was smaller for the reader than the non-reader.

The study recommends visual discrimination and letter recognition as important skills in a pre-reading programme.

42. FRIESEN, ELAINE CORNELIA, Usefulness of the Marianne Frostig Developmental Test of Visual Perception and the Frostig Program for the Development of Visual Perception at the First Grade Level. University of British Columbia, 1969.

The purpose of this investigation was to determine whether the Marianne Frostig Program for the Development of Visual Perception is successful in terms of increased reading readiness and visual perceptual abilities, when used in the regular classroom.

Thirty-two first grade pupils were selected as subjects on the basis of below normal scores on the Marianne Frostig Developmental Test of Visual Perception and the Clymer-Barrett Prereading Battery. Both the experimental and control groups were taught by the experimenter. Three times a week for six weeks the experimental group received fifteen to twenty minutes of physical, three-dimensional and two-dimensional exercises according to the Frostig Program. The control group received instruction as prescribed by the course of study.

The results did not indicate a significant improvement of the experimental group over the control group.

43. GLENNON, MARY BERNADETTE, An Investigation of the Relationships Between Two Speeded Tests of Visual Motor Skills and a Measure of Reading Achievement. University of Alberta, 1961.

This study investigated the relationship of copying ability as measured by speeded tests of form and word copying and reading achievement as measured by Gate's Reading Survey in Grade III and V.

The results indicated that when mental ability is held constant the relationship between a speeded test of form copying and a measure of total reading achievement, was not significantly different from zero at the grade III and V levels. Also, there was a positive but small relationship between a speeded word copying test, and total reading achievement in Grade V.

The study recommends that a speeded test of paragraph copying would be useful for the rapid, tentative classification of pupils above the primary level in such skills as speed of reading, speed of writing, and accuracy in word recognition.

44. GOULD, DULCE EVA, An Investigation into the Relationship of Rhythmic Ability and Reading Achievement. University of Alberta, 1966.

This study attempted to determine whether "rhythmic ability" defined as the ability to reproduce or match patterns of sounds, forms, or movements - was related to reading achievement.

The sample consisted of 50 children from grades one and three matched with a control group. A battery of nine tests of rhythmic ability was administered and pupils' performances were compared with the results of reading and intelligence tests administered by the school system.

Results showed that grade three children were superior to grade one children in rhythmic ability. The relationship between rhythmic ability and reading achievement was higher at the grade one level.

In each grade, tests of auditory perception discriminated most effectively between good and poor readers.

The results of this study suggested that certain rhythmic abilities, particularly those related to auditory perception, have significance for success in reading and may be useful for predicting or diagnosing problems.

45. GRANT, MARY ANASTASIA, A Qualitative Analysis of the Vocabulary of the Responses of Good and Poor Readers. University of Alberta, 1965.

The purpose of this study was to make a qualitative analysis of the oral responses of good and poor readers to the vocabulary subtest of the Standford-Binet Intelligence Scale, Form L - M.

The sample for the study consisted of thirty matched pairs of students selected from grade-six students in the Edmonton separate schools. Pairs were matched on the basis of intelligence, chronological age, and sex. Pupils' responses were taped and later transcribed and analyzed.

The results of this study seem to indicate a significant difference in abstract verbal behavior between matched pairs of good readers and poor readers. The good readers tend to conceptualize on more complex levels than do poor readers. The poor readers tend to observe more words as concrete ideas and generalize less from the particular.

46. HAMALUK, OREST JOHN, The Effectiveness of the Illinois Test of Psycholinguistic Abilities in Predicting Reading Achievement. University of Alberta, 1967.

The purpose of this study was to investigate the effectiveness of the various individual subtest scores and the total test score of the I.T.P.A. in predicting reading achievement at the end of the first grade.

A sample of thirty pupils just beginning school were randomly selected from six Edmonton public schools. They were administered the I.T.P.A. at the start of the school term, and the Gates Primary Reading Tests eight months later.

Analysis of the data indicated that five of the nine subtests from the I.T.P.A. were significant predictors of reading achievement. The rank order of predictors was visual-motor sequential, auditory-vocal sequential, auditory-vocal automatic, visual-motor association and visual decoding. However, the use of I.T.P.A. as a predictor of reading achievement, or as a guide to training activities for children was not recommended.

47. HARDY, MADELINE I. Auditory Blending as a Factor in the Reading and Spelling Achievement of Grade Four Pupils with Reading Disabilities. University of Toronto, 1965.

The purpose of this study was to determine whether it is possible to improve ability in auditory blending by means of direct instruction.

The subjects were eighty grade-four pupils (two groups of forty each) who were considered to have disabilities in reading. The two groups were matched on the basis of intelligence, chronological age, sex, and silent reading ability. Special exercises in auditory blending were used for a period of five months with the experimental group while the control group did not receive any special treatment.

The results of the study suggested that the auditory blending ability can be improved through direct instruction, that the improvement in auditory blending ability does not benefit ability in silent reading but it does so in oral reading. It was also found that the improvement in auditory blending ability does not improve spelling ability.

48. HECK, GARY JEROME, The Relationship Between Reading Achievement and Awareness of English Orthographic Structures. University of Alberta, 1972.

This study was designed to examine students' familiarity with English Orthographic structure in an attempt to determine if any differences exist in the ability of achieving and non-achieving readers in each of Grade-two, three and four, to select and differentiate permissible sequences of letters in word-like structures.

Ten achieving and ten non-achieving readers in each of the three grades were selected on the basis of their performance on the Gates-MacGinitie Reading Test. All subjects were tested and later interviewed individually.

Analysis of the data revealed no significant difference between the mean scores of the two groups. However, the theory that students are able to identify permissible sequences of letters in word-like structures was supported by this investigation.

49. HISLOP, GEORGE ROBERT, A Study of Division Two Social Studies Reading Skills. University of Alberta, 1959.

This study undertook to investigage the effects of a program of intensive training in problem-solving upon the use of social studies reading skills by Division two pupils.

Sixty pupils from a larger experimental group were selected for this study. There were five high and five low-achievers in each of grades 4, 5 and 6 and on the basis of STEP (Reading) scores.

Three types of problems were selected or constructed for use in the initial and final interview to test growth in the ability to use social study skills. The pupils were asked to "think aloud" as they solved the problems, and their responses were recorded in writing for later analysis.

The results indicated that pupils made improvement in the use of social studies reading skills through problem-solving techniques.

50. HISLOP, MARGARET J., A Study of the Application of Selected Phonic Generalizations by Beginning Readers. University of Calgary, 1969.

This study investigated the ability of beginning readers to apply eighteen selected phonic generalizations by having the subjects read eighteen nonsense words presented in a list and implanted in sentences.

The subjects were fifteen boys and fifteen girls selected from each of the first three grades. Each subject was given a list of eighteen nonsense words and the sentences containing these words. Expected responses, miscues, and omissions were recorded for each subject for the list and sentence presentations.

The results showed significant differences for the years in school on expected responses, miscues and omissions on both the list and sentence presentations.

The study suggests that children need guidance in learning and applying phonic generalizations.

51. HOLMAN, MARION, A Study of Attendance and Achievement in Arithmetic, Reading and Language of Vanned and Unvanned Pupils in Certain Centralized Schools of Alberta. University of Alberta, 1959.

The main aim of this study was to investigate the effects of vanning on the achievement of grade-two, -four and -six pupils in arithmetic, reading, and language.

The Standard Achievement Test was given at each level, to a number of pupils who were vanned to school, and to a comparable number who were not.

The findings indicated that there was a significant difference in achievement in arithmetic and reading in favor of the unvanned

grade-two pupils, and a significant difference in arithmetic achievement favoring the vanned grade-four pupils. There appeared to be no difference between the two groups in grade-four reading achievement. At the grade-six level there were no significant differences in arithmetic, reading, and language achievement of the two groups.

52. HOLMES, F. M., An Experimental Comparison of Algebraic Reading Practice and the Solving of Additional Verbal Problems in Tenth Grade Algebra. University of Saskatchewan, 1948.

The purpose of the study was to compare the relative effects of algebraic reading practices and solving additional verbal problems upon the ability of grade-ten students to solve such problems.

Two groups of 49 and 50 grade-ten students were the subjects of the study and were taught by the investigator. The groups were matched on mental ability, algebraic ability, algebraic reading ability, and general reading ability. The control group was given instruction in reading algebra and was taught algebraic problems.

The results showed greater gains for the control group in solving verbal problems and forming equations for verbal problems. However, the difference between the two groups was not reliable. The experimental group showed greater gains than the control group in general reading ability.

The investigator concluded that instruction in the reading of algebra is a valuable practice.

53. HOPKINS, DORIS MAE, A Study of the Relationship Between the Level of Linguistic Competence and Reading Achievement. University of Alberta, 1970.

This study attempted to assess the relationship between the linguistic competence which school beginners bring to reading and their success in learning to read.

The Templin Test of Articulation, the Benko Test of Morphology, and the Brown and Benko Test of Syntax were used to measure the linguistic competence of thirty-five grade-one children. Reading achievement was measured by the Gates Primary Reading Tests.

Analysis revealed that linguistic competence was positively related to success in beginning reading.

The study suggests that linguistic competence should be taken into consideration by teachers of school beginners before undertaking any reading instruction with them.

54. HORNE, EDGAR BYRON, The Relationship Between the Reading Comprehension of Short Paragraphs and Long Passages of Science Textbook Material. University of British Columbia, 1958.

This study was conducted to answer the question whether or not the ability to comprehend long passages of testbook material is reflected in the usual reading comprehension test score.

The subjects were 90 science students who formed a representative sample of the grade-nine population of the public schools in Vancouver. They were administered a specially prepared Criterion Test, the Standford Advanced Reading Test, and the Cooperative Science Test.

The findings of this study indicate that scores are affected by content and length of the passage, content being the more important factor.

55. HOWORTH, ANNE E., An Experimental Investigation into Reading Ability in Relation to Reversal Errors in Spelling and the Gerstmann Syndrome. University of British Columbia, 1970.

This study examined the relationship between reading and spelling ability and the four symptons of the Gerstmann syndrome.

Three hundred and forty-three grade-five children were given a spelling test and the Stanford Achievement Test. One hundred and one

children from this large group were tested for the four symptoms of the Gerstmann syndrome.

Analysis of the data showed a significant relationship, at grade-five level, between reading retardation of one or more years below grade placement, reversal errors in spelling, and the concomitant presence of two or more symptoms of the Gerstmann syndrome.

56. IRWIN, JOAN M., An Analysis of the Miscues in the Oral Reading of Indian Children in Selected Grades. University of Calgary, 1969.

This study investigated the miscues in the oral reading of twenty-five randomly selected Indian children from grades two, four and six.

The subjects were required to read selected test passages comprised of science content. The experimenter tape-recorded the readings, and analyzed them at later dates.

The analysis of the data indicated that there were many significant differences on individual comparisons. At the phoneme-grapheme level of linguistic structure, the substitution of phonemes in the medial position in words was a common miscue for grade two subjects. Omission of final phoneme occurred frequently in both grades four and six. Phonemic miscues on inflectional suffixes were apparent in the reading of subjects at all grade levels. Morphemic miscues on nouns were the most outstanding miscues at the grammatical level.

The findings of this study suggest that non-native speakers of English require additional emphasis in learning to manipulate the grammatical components of English and to use the synatactic and semantic relationships in their reading.

57. JACKSON, ROBERT KEITH, The Relationship Between Knowledge of Core and Specialized Vocabulary. University of Alberta, 1968.

The purpose of this study was to investigate the relationship between the knowledge of core and specialized vocabulary of grade-six students.

The sample consisted of two groups of 25 subjects each, stratified on the basis of achievement in mathematics. A sixty-word test of core and specialized vocabulary was administered to each subject. The oral responses of the subjects were analyzed.

Standardized reading test scores and verbal intelligence quotients were found to be significant predictors only of the conceptual and error categories of responses to a core vocabulary. The most common types of errors were omission, repetition without explanation, and wrong definition.

Results of this study appear to indicate that the vocabulary development which took place in the reading program was not of such a nature that it readily transferred to vocabulary knowledge in other areas not directly studied.

58. JARVIS, VERA MARY, The Establishment of Criteria for a Developmental Reading Curriculum for the Slow Learner in the Secondary Grades. University of Alberta, 1971.

The purpose of this study was to establish criteria for a developmental reading curriculum for the slow learners in secondary schools.

The literature pertaining to the slow-learner was reviewed and the characteristics of his physiological, intellectual, emotional, social and educational make-up were summarized. The aspects of curriculum were also discussed.

The investigator recommends a differentiated curriculum to meet the needs of the slow learner and proposes a list of criteria for such a curriculum.

59. JENNINGS, SHIRLEY, A Review of the Most Recent Studies Relevant to Retarded Reading Viewed as a Learning Disability. University of Toronto, 1969.

This study presents a review of the evaluation and remedial procedures in the area of learning disability as they relate to the correlates of reading disability.

60. JENSEN, NORMA J. An Experimental Study of the Effects of Different Kinds of Visual-Motor Discrimination Training on Learning to Read A Word List. University of Calgary, 1967.

This study compared the effectiveness of three methods of visual-motor discrimination training with the relevent word forms, on learning to read a word list with kindergarten children. The three methods investigated were: (I) tactile tracing of the word form, (2) manipulative rearranging of the individual constituent letters to conform to a model of the word-form, and (3) choosing the matching word form from four printed responses.

Twelve groups of ten subjects were given the training task and the reading task.

When visual-motor discrimination training methods were compared, no significant differences were found on the reading task for correct responses, errors, or omissions. Significant differences for correct responses on the training task were found among all three methods.

The results of this study indicate that no one method is best for teaching words to all pupils.

61. JOHNSON, RUBY MAY, Understanding of Spatial Prepositions by Children in Kindergarten, Grade One and Two. University of Alberta, 1970.

The purpose of this study was to investigate the understanding of children in kindergarten, grades one and two, of prepositions of spatial position, using three modes of stimulus-response sections.

The test sample consisted of 120 children in kindergarten, grades one and two, stratified to include equal numbers of each grade, sex, and socio-economic status group. A preposition test, including three subtest sections, was used to measure understanding of prepositions of spatial position.

Results indicated that intelligence, reading achievement, and chronological age were significantly related to test performance. Sex and socio-economic status were not significant factors in the ability to understand prepositions of spatial positions.

The findings of this study revealed the progressive ability of pupils at successive grade levels to demonstrate understanding of the concept of spatial position. Children were able to demonstrate more ability in understanding the concept of spatial position in oral than in printed context.

The study suggests that teachers be aware of the pattern of development in this ability, and use a variety of modes in developing this concept.

62. JOHNSON, TERRY DAWSON, The Attitudes of Good and Poor Readers University of British Columbia, 1968.

The purpose of this investigation was to determine if reading disability in boys was due to the inability of the masculinely-oriented boys to accept the femine values found in the typical primary classroom.

The attitudes of twenty-one good male readers and twenty-one poor male readers at the grade-two level were measured by means of

Osgood's Semantic Differential (OSD). The two groups were matched for age, IQ, and socio-economic status.

Analysis of the date indicated that the identification patterns of good and poor readers revealed by their responses to items on OSD did not differ significantly. However, the direction of the obtained differences was rather consistently in support of the hypothesis.

63. JOHNSTON, JAMES ROBERT VANCE, The Silent Reading Ability of High School Seniors. University of Manitoba, 1939.

The main purpose of this study was to survey and analyze the status of senior high school pupils in certain skills in silent reading of the work-study type which are recognized by experts as being essential for the effective use of books.

The subjects were 446 pupils in 60 small schools in Saskatchewan. They were administered the Iowa Silent Reading Test and Otis Group Intelligence Scale.

The analysis of the data indicated that grade 12 pupils showed no clearly marked gains over grade II pupils except for the test of Word Meaning and rate of silent reading. The study also indicates that success in the departmental examinations is not a reliable index of reading ability of the types studied. The investigation points to the need for a programme of diagnosis and remedial instruction in reading in the senior high school.

64. JONES, EDWARD AUSTIN, An Investigation of the Relationship Between Written Composition and Reading Ability and Reading Habits. University of Alberta, 1966.

The purpose of this study was to ascertain whether students' written composition ability is related to their reading ability and to their reading habits.

One hundred and forty-seven grade-ten pupils from one large Edmonton high school comprised the sample. Their achievement in written composition was determined by their performance on STEP Essay Test and their reading achievement was measured by the Cooperative Reading Comprehension Test.

A significant relationship between the students' written composition scores and their reading ability scores was found. The writing ability was also related to the number of books pupils read per year.

65. KALIAL, SIGNE GERTRUDE, Word and Meaning Retrieval in Grade One Reading. University of Alberta, 1968.

The purpose of this study was to examine the relationship existing between fluency in word and meaning retrieval and ability in word recognition, in grade-one children.

The subjects for this experiment were a sample of 90 first grade children from three public schools in Edmonton. They were tested by means of Wepman Auditory Discrimination Test, Gates-MacGinitle Reading Test and modified version of California Achievement Test and Watt's Vocabulary Test for Young Children.

The study revealed that most children completing grade-one are quite proficient in discriminating between word forms and word sounds. But their ability in word and meaning retrieval and word recognition is considerably more disparate.

The investigator concluded that fluency in word and meaning retrieval is a significant factor in word recognition and it is interrelated with skill in auditory and visual discrimination.

66. KONSCHUH, ARLENE JUDITH, The Relationships of Sex-Typed Adjunctive Illustrations to Interest and Comprehension of Fifth Grade Boys and Girls. University of Saskatchewan, 1971.

The main purpose of this study was to determine the effects of adjunctive illustrations on interest and comprehension of fifth grade boys and girls in reading short stories.

The subjects used in this study were 480 fifth-grade students in the Saskatoon public schools. For each subject, interest scores, comprehension scores, and Lorge-Thorndike IQ scores were obtained. The material used for testing interest and comprehension consisted of a story about a social worker made up in two versions: with a male main character and with a female main character. Each version was made up in four variations: (a) with no illustrations; (b) with appropriate illustrations; (c) with inappropriate illustrations; (d) and with neutral illustrations. The testing devices used were semantic differential scale, a multiple-choice test and a cloze test.

Some of the findings of this study were (1) that girls' interest scores were significantly higher regardless of illustrative type or sex of the main character, and (II) the relationship between interest and comprehension was low.

67. LABERCANE, GEORGE DONALD, Socio-economic Status and the Meaning Vocabularies of Children. University of Alberta, 1968.

The purpose of this study was to examine the effects of socio-economic status on the recall and recognition vocabularies of urban, predominantly English speaking, upper elementary school children.

The sample consisted of 155 elementary school children in grades four, five and six and represented varying levels of socio-economic status. The vocabulary subtest of the Standford-Binet Intelligence Scale, Form L - M was administered as a measure of quantative and recall vocabulary.

In comparing the low socio-economic group with the upper socio-economic group, it was found that the former was significantly lower than that of the latter. It was also noticed that while socio-economic status is a significant predictor of recall vocabulary, it is not a good predictor of recognition vocabulary.

The findings of this study point out the necessity of intervention at an early age in order to counteract the effects encountered in the low socio-economic status home environment. A program of intervention, either of the nature of Head Start programs or in the form of early childhood education, appears warranted if the defects which present themselves in the later grades are to be overcome.

68. LEE, EMILY MEE-LEE, The Correlates of Reading Underachievement of Junior High School Reading Underachievers. University of Alberta, 1964.

This study investigated the interrelationship of the reading abilities of three groups of reading underachievers, and related their reading abilities to reading aptitude and academic achievement.

Subjects selected from a junior high school in the city of Edmonton were assigned to three groups - the Silent Reading Underachievers, The Oral Reading Underachievers, and the Underachievers in Silent Comprehension Abilities - on the basis of individual and group intelligence and reading tests.

Statistical correlation revealed that there was a significant relationship between the reading abilities. Significant relationship was found between reading underachievement and poor visual memory, poor auditory memory and poor auditory discrimination. Poor visual-muscular coordination was found to bear a significant relationship to underachievement in oral and silent comprehension. Relationship between silent reading abilities and the auditory ability to discriminate sounds also appeared to be significant and consistent. The ability to interpret was found to be the most complex of the comprehension

abilities and the most closely related to achievement in English, social studies, science and mathematics.

69. LEWIS, WALTER W., Teaching How to Study. University of New Brunswick, 1937.

This is a descriptive study of the reading process, speed reading and study skills. The author discusses various study aids, attitudes and habits necessary for success in schools. A summary of findings from various sources is included.

70. LITTLE, PETER S., An investigation into the Relationship Between Structural Ambiguity and Reading Comprehension. University of Alberta, 1972.

The purpose of this study was to explore the relationship between the ability of grade-five students to identify ambiguity in structurally ambiguous sentences of written English and their reading comprehension ability.

The subjects were sixty grade-five students who were native speakers of English, of average reading ability, and of average or above average I Q.

Statistical analysis showed that grade-five students had not generally acquired the ability to identify ambiguity. Reading ability was significantly related to the identification of ambiguity. Intelligence also appeared to be an important factor in identification of ambiguity. A program of instruction to facilitate students' understanding of structural relationships was suggested.

71. LOCKERBIE, DAVID MALCOLM, The Relationship Between Three Methods of Meaning Reading Ability.

The purpose of this study was to examine the relationships between three measures of reading ability: - a standardized test, informal test passages, and cloze tests - in determining the ability of fith-grade children to read fifth-grade materials.

The subjects were 144 grade-five children from the city of Saskatoon. Each child was administered the Canadian Test of Basic Skills, three fifth-grade informal test passages, and three fifth-grade cloze test passages.

Analysis of the data revealed that a grade score of one year on the standardized test was related to the instructional level, and a grade score below one year was related to frustration. Cloze scores of approximately 40 per cent were related to instructional level and cloze scores of approximately 25 per cent were related to frustration.

72. LOCKHART, MARGARET N., A Description of Similes from Children's Fiction. University of Alberta, 1972.

The purpose of this study was to identify suitable fiction books for children in grades four, five, and six and to describe a sample of similes from these books.

A list of fiction was compiled from nine book lists and out of this list 20 books were randomly selected. The investigator identified 769 similes in these books. An analysis of the similes showed that patterns of the elements of some similes was far more complex than the patterns of others. It was also found that similes were often situated in sentences that were grammatically complex.

It was suggested that children be taught to use context clues in order to better understand similes.

73. LORENA, NIMFA BENITO, The Language Features of the Merrill Linguistic Readers. University of Saskatchewan, 1969.

The purpose of this study was to conduct a descriptive and critical analysis of the language elements and structures used in the Merrill Linguistic Readers. The language of the readers was studied in terms of the extent and difficulty of the lexicon, phoneme-grapheme relationships, spelling patterns, morphemic structures, and syntax.

The analysis revealed that 95% of the words in the lexicon were also in the Lorge-Thorndike List, but 40% of these were classified at difficulty levels ranging from grade four to grade six. The readers presented the most common phoneme-grapheme correspondences. The short vowel spelling pattern was repeated through all the readers. Approximately 70% of the morphemes presented in the readers were 'free'; 30% were 'bound'.. The most frequently used sentence pattern was the subject-verb-direct object pattern. The readers used dialogue structures greatly in excess of the level at which children use them.

On the whole, the Merrill Linguistic Readers appeared to provide a satisfactory medium by which children can make a transition from speech to print.

74. LOWRY, HORACE VERNON, A study of the Effects of Certain Home Practices on Reading Achievement of Second Grade Children. University of Alberta, 1968.

The purpose of this study was to ascertain the influence of certain home-centered, preschool experiences on the reading achievement of second-grade pupils.

The sample consisted of 241 second-grade pupils representing a broad range of socio-economic status, from five Edmonton public schools.

Data concerning chronological age, mental age, sex, bilingualism, and socio-economic status were collected. In addition, information regarding each child's experience with language in the home, his general background of experiences, and the availability and use of reading materials at home was obtained by means of a Parent Questionnaire.

Statistical analysis revealed that language and experience with books in the home are important in establishing readiness for reading.

The study suggests that intervention in early years can help to rectify the problem of reading disability in later years.

75. MACAULAY, DOROTHY SHIRLEY, Word Recognition as a Function of Sensory Mode of Learning for First Grade Entrants. University of Alberta, 1965.

This study attempted to determine which of the four methods - visual, auditory, kinesthetic, or a combination of these-was most effective for first-grade entrants in learning to recognize words.

The experimental group consisted of 82 children entering the first-grade of a large public school in Saskatoon. The main test instrument used in this study was the Learning Methods Test.

Results indicated that there were no significant differences between the sexes in learning to recognize words by any of the four methods. There was no consistent relationship between chronological age and aptitude to learn by any of the four methods. In general, the higher the intelligence, the more readily the children learned to recognize words by all methods.

76. MACKINNON, A.R., A Study of the Effects of Group Practices on Primary Grades Reading Standards. Queen's University, 1952.

This investigation proposed to study the effects of group formation on primary grades reading standards. In one plan children of different ages were grouped for instruction. In the other all children were of the same chronological age. However, the curriculum was divided into work units in both cases.

Both groups were administered the Gates Reading Readiness Test, the Nonverbal Otis Alpha Mental Ability Test, a sociometric test and a Pupil Portrait Test.

The results of this study suggested that the total social situation of the classroom as well as the abilities of the individuals were important factors in group formation.

77. MCKENZIE, EDWIN, The Library Facilities and Reading Interests of Pupils in the Intermediated Grades in the Public Schools in a Small Urban Center. University of Alberta, 1960.

The purpose of this study was to assess the facilities in the Medicine Hat Public Library and in its school libraries and to determine the extent to which these facilities met the needs of the community. A further purpose was to survey the reading interests of children in the intermediate grades.

Data was collected from the records of the Public Library and the school district. The reading interests of children were determined through the use of a Book Check Slip.

Results indicated that library facilities were fairly adequate, although children's section was inadequate, both in number of staff and in shelf and seating capacity. Library facilities in the schools varied from excellent to poor.

The survey of the reading interests indicated that both boys and girls in grades-five and -six preferred stories of adventure, while pupils in grade-four preferred animal stories. Mystery stories held little appeal at the grade-four level, but became favorite with pupils in grades-five and -six. Non-fiction books were more popular with the slow readers than with other groups.

78. MCLEAN, MARJORIE JEAN, A Study of the Bender Visual-Motor Gestalt Test in Relation to Reading Difficulties. University of Manitoba, 1961.

The purpose of this study was to examine the relationship between visual-perceptual development, as measured by the Bender Visual-Motor Gestalt Test, and reading ability of primary school children.

The study was based on the Bender-Gestalt records of fifty grade-one children drawn from 178 children in three schools in Winnipeg. A comparable group of children from the total number of children who scored five points above and five points below the median on the Gates Primary Reading Test was also drawn.

The results indicated that the Bender Visual-Motor Gestalt Test was effective in differentiating between good and poor readers for the sample selected. However, it was noted that some good readers could give inadequate Bender-Gestalt responses, and some poor readers could give satisfactory responses. It was concluded that the Bender Visual-Motor Gestalt Test would be most effective in a battery of diagnostic tests.

79. MCLEOD, EDNA MYRTLE, Kindergarten Children's Understanding of Prepositions of Spatial Position. University of Alberta, 1969.

This study investigated kindergarten children's understanding of twenty prepositions of spatial position through non-verbal, controlled-verbal and free-verbal responses.

The sample of sixty children from eight kindergarten classes in the city of Regina was selected. All subjects were tested on tests devised by the investigator.

The results showed that in general children were able to achieve higher scores on the Non-verbal response section and lower scores on the Free-verbal response section of the test, indicating that children had gained some understanding of prepositions of spatial position but did not use them in their speech. It was also found that males scored below females, and children from the high socio-economic strata achieved superior scores to children of the low socio-economic strata.

The findings of this study suggest that educators should provide opportunities to young children for learning prepositions in a variety of situations.

80. MIHAJLOVICH, ALBA L., A Study of Teachers' Oral Questions in Selected Reading Lessons. University of Alberta, 1968.

This study investigated the flexibility of teachers' oral questioning behavior in relation to reading comprehension.

Five grade-five reading teachers, and a superior and low-average reading achievement group from each of their classes, were observed and their verbal interaction tape recorded during discussion of expository and narrative materials.

Teachers questions were grouped into (i) memory questions requiring direct recall and (ii) reasoning judgment and creative thinking questions requiring some analysis and evaluation in addition to direct recall.

Analysis of the questions revealed that teachers ask a preponderance of memory questions and their type or level of questioning does not change much from low to superior children.

The findings of this study suggest that teachers are not very flexible in their questioning behavior in reading discussion groups.

81. MILLER, LEONARD G., The Relationship of Socio-Economic Status of Grade-Six Children's Reading of Proverbs. University of Alberta, 1970.

This study investigated the relationship between socio-economic status of grade-six students and their ability to understand proverbs.

Subjects used in the study were 100 grade-six students enrolled in four elementary schools of the Edmonton public school system. Fifty students were of low socio-economic status and the other fifty of high socio-economic status. Subjects were randomly selected. A proverb test constructed by the investigator was administered to the test population.

Statistical analys of the data revealed that there was no significant difference between the scores obtained by low socio-economic subjects on the proverb test and scores of high socio-economic status subjects on the same test.

82. MOFFAT, JOHN GORDON, The Ability of Kindergarten Children to Discriminate Selected Vowel and Semivowel Speech Sounds. University of Alberta, 1970.

The purpose of this study was to examine the ability of kindergarten children to discriminate selected vowel and semivowel speech sounds which form the syllable nuclei of words.

The sixty children in the test sample were selected from four kindergartens in the city of Edmonton. There were thirty boys and thirty girls. All children received an auditory acuity screening test, an intelligence test, and an auditory discrimination test.

The findings showed that most kindergarten age children had some difficulty discriminating among the selected syllable nuclei speech sounds. A low, but significant, positive correlation was found to exist between the mental age and auditory discrimination ability. There was no significant difference in the auditory discrimination ability between boys and girls.

This study suggests that the auditory discrimination of young children should be carefully assessed by teachers, and auditory training programs initiated where needed.

83. MUIR, WILMA EDNA, Appraising Pupil Competence in Comprehension of Science and Social Studies Material. University of Alberta, 1971.

The purpose of this study was to determine whether pupil performance in cloze tests, which measure comprehension of lexical and structural meaning in science and social studies material, predicts performance in standardized reading comprehension tests in social studies, science and general silent reading.

The test population consisted of 300 pupils randomly selected from two schools representative of the highest and the lowest socio-economic districts of the Edmonton Public School Board. One hundred pupils were selected from each of grades 4, 6 and 8. Pupils were administered the Iowa Silent Reading Test, Form AM (Revised) and modified cloze tests, using science and social studies subtests of Iowa Silent Reading Test, Form B and C.

Analysis of the data indicated that pupils' performance in science and social studies comprehension tests could be predicted by their performance on cloze tests. Cloze test performance also predicted general silent reading ability.

The findings of the study indicated that valuable information concerning pupils' content reading development could be gleaned from structural and lexical cloze test results.

84. MULLER, VICTOR J., A Case for Early Reading. University of Alberta, 1971.

This study examines the home environment and the contribution it makes to reading readiness, before the child enters school.

The investigator describes the program that he developed for young children to teach them perceptual skills basic to reading.

The experimental group consisted of ten 3-, 4-, and 5-year old children from a nursery in Edmonton. The study was conducted over a four-week period. However, the time each child spent on the computer-assisted program varied from two to ten twenty-minute sessions.

The study demonstrates the feasibility of computer-assisted instruction for pre-school children.

85. MURPHY, LORNE WILLIAMS, Field Dependency of Good Versus Poor Readers as Measured by the Children's Embedded Figures Test. University of British Columbia, 1970.

This study explored the difference in field independent-dependent perception of good readers as compared with poor readers.

A total of 49 grade-two boys from British Columbia schools constituted the sample. The subjects were tested on the Metropolitan Achievement Test, WISC, and Children's Embedded Figures Test (CEFT).

Analysis of the data revealed that the single variable which correlated most highly with reading comprehension was nonreading verbal IQ. It was also found that the verbal intelligence was a considerably more valid predictor of field dependency than was reading comprehension.

The study suggests an alternate scoring technique for the CEFT.

86. NEWMAN, JANET MARY, Teacher Estimate of the Instructional Reading Levels of the Educable Mentally Retarded. University of Alberta, 1971.

The major purpose of this study was to determine the accuracy of the teacher's estimate of instructional level of the educable mentally retarded pupils.

Fifteen teachers of special classes were the subjects of this study. In addition, seventy-five students, five from each teacher's class, were involved. Each pupil was administered the Graded Selections for Informal Reading Diagnosis Grades One Through Three, and Grades Four Through Six.

The major findings of the study indicated that the teachers did not make accurate estimates of the instructional reading levels of their students when the aspects of word recognition and comprehension were considered jointly. However, they were more accurate in their estimate of their word recognition ability than their comprehension ability. It was found that teachers frequently assigned instructional materials which approximated the frustration level of a student.

This study suggests that teacher's inability to match the material with reading ability of the child may defeat the purposes of special class placement.

87. NICKS, BETTY AGNES, The Study of Reading in the Elementary Schools of the Winnipeg Public School System. University of Manitoba, 1948.

The purpose of this study was to survey the reading programs and practices in grade III and VI in the elementary schools in the city of Winnipeg.

The subjects were 479 pupils in grade III and 497 pupils in grade VI. They were administered the Standford Achievement Test. The teachers were sent a questionnaire about reading practices.

The results of the tests showed that approximately 60% of the schools emphasize reading comprehension, and, in only a few instances was word meaning stressed in preference to comprehension.

The findings from the questionnaire suggest that most schools use a single reader for each grade. Library books were the main source to meet the individual differences in reading ability.

The study recommends in-service training in classroom diagnosis and correction for teachers and adequate library facilities for children.

88. OBERG, ALAIRE GWEN, Auditory Discrimination Ability of Children in Kindergarten, Grade One, Two, and Three. University of Alberta, 1970.

The purpose of this study was to compare the ability of children in kindergarten, grade-one, -two and -three to discriminate between selected speech sounds and to determine whether there were significant differences in auditory discrimination performance among these grade levels.

The test sample of 160 subjects, consisting of kindergarten, grades one, two and three were selected from the city of Edmonton. Tests of auditory discrimination, intelligence, and auditory acuity were administered to all subjects.

The findings revealed the progressive ability of pupils at each successive grade level to make auditory discrimination between selected speech sounds. Performance of the total test sample indicated that stops were the most difficult sound type to discriminate, whereas semivowel lateral contrasts were least difficult. Voiceless sounds were more easily discriminated than voice sounds.

Statistical analysis indicated that both chronological age and intelligence were significantly correlated to total pupil scores on the auditory discrimination test. Socio-economic status was also found to be a significant factor. Sex, however, was not a significant factor in the ability to auditorially discriminate.

89. OLSON, ALICE G., An Evaluation of a Plan for Grouping Children for Reading in the Fourth, Fifth, and Sixth Grades. University of Alberta, 1964.

This study evaluated a practice of grouping pupils for instruction in reading in an attempt to determine if grouping for reading affects reading and language achievement.

The experimental group consisted fo 203 pupils grouped by a Joplin-type plan (multi-age cross grade ability grouping) and the control group consisted of 186 pupils taught in the traditional grade groups.

Comparisons were made using the results of reading scores accumulated over a period of three years. In general, the results of the study indicated that pupils of the Joplin-type did better in some areas of reading and language than those grouped by the traditional method.

This study demonstrates that the Joplin-type plan offers certain advantages, particularly to pupils of the later elementary school grades. Indications are that the plan is more effective after two or more years, particularly with pupils of the low levels of intelligence, and that it is notably effective in language instruction.

90. ORTON, DIANA KATHLEEN, The Verbal Understanding of Proverbs by Sixth Grade Pupils. University of Alberta, 1966.

This study investigated the ability of sixth grade pupils to interpret proverbial statements.

Subjects were grade-six students from six elementary schools in the city of Edmonton. The random sample was divided into three groups. One test of proverbs was administered to the entire sample. Each group was also given a separate test of proverbs.

Results showed that children were able to interpret more proverbs abstractly than concretely on all four tests. Tests means showed that the pupils found proverbial interpretations easier on objective tests than on subjective tests.

91. PATTERSON, FLORENCE W., A Comparison of Pupils' Reading Achievement with the Readability Levels of Social Studies Books and Basic Readers Used in Selected Intermediate Grade Classrooms. University of Calgary, 1968.

This study investigated the congruency of the readability level of the basic readers used by the pupils with (1) the grade assignment of the pupils, (2) the reading achievement of the pupils, and (3) the readability levels of social studies books.

Pupils from twelve classrooms in the Calgary Separate Schools were given the Gates Reading Survey Test to determine their reading achievement. The basic readers used and social studies books read by pupils in grades four, five and six were examined for readability levels.

The findings indicated that the readability level of the basic readers was above the grade assignment of pupils in grade four, but approximately the same level for grade five and six pupils. Reading achievement scores were above and below the readability level of the basic reader used.

The study suggests that teachers should provide books of varying reading levels in their classrooms.

92. PAULSON, BEULAH DARLINE, An Analysis of the University of Alberta Reading and Language Centre Clinical Cases. University of Alberta, 1964.

The purpose of the study was to analyze the reading cases which were diagnosed and treated in the University of Alberta Reading and Language Centre during the first three years of the operation of the centre.

A case study type of outline was prepared to review the file material for each case.

A study of the data showed that 177 cases were handled by 25 graduate students. The majority of the cases were males of average intelligence. There was a wide range in age, from seven years to adults, and they represented all grade levels.

The cases exhibited many social and emotional problems and physical anomalies. Word recognition problems were experienced by a majority of the cases, but many of the subjects were limited in specific comprehension abilities.

The average time devoted to each individual case was ten one-hour periods, and the range of improvement in reading was from one month to two grades and six months.

93. PEDEN, GWENDOLYN W., A Study of Reading Disability. McGill University, 1935.

The author discusses various types of reading disability mentioned in the literature and presents a case study in support of the multiple causation theory of reading disability. The remedial measures used in the case study are also included.

94. PIWOWAR, DEANNA G., A Comparison of the Performance of Kindergarten and Non-Kindergarten Children on Selected Prereading Tests. University of Calgary, 1969.

The purpose of this study was to compare the achievement of kindergarten and non-kindergarten children in selected pre-reading skills.

Thirty kindergarten children were compared with an equal number of non-kindergarten children on a test designed to test knowledge of letter names, visual discrimination of letters and words, auditory discrimination of phonemes and the ability to copy letters and a word.

The analysis of the data showed that the difference between the two groups on the tests of visual and auditory discrimination were significant at the .05 level. However, the differences between the two groups on the tests of letter name knowledge and the test of the ability to copy were not significant.

The study suggests several implications for kindergarten curriculum.

95. POLLARD, HECTOR A., Socioeconomic Versus Educational Inputs as Related to Grade-Six Reading Achievement in Rural Newfoundland. Memorial University of Newfoundland, 1970.

The primary purpose of this study was to determine whether reading achievement in rural Newfoundland was related to socio-economic rather than to educational input variables.

The study was carried out among the grade-six pupils in Trinity Bay. Information was collected on pupils, parents and teachers by means of questionnaires. Pupils were administered an intelligence test and a reading test.

The analysis of the data revealed that the socioeconomic variables of Mother's education, Father's occupation, size of the family and days absent, were more clearly related to reading achievement than were teacher's qualifications, size of the school and age of the school.

The study recommends that greater emphasis should be placed on programs of adult education and family planning, especially in rural Newfoundland.

96. PONDER, ARTHUR AUBREY, The Value of the Spitzer Study Skills Test as a Predictor of Academic Achievement. University of New Brunswick, 1968.

This investigation explored the value of the Spitzer Study Skills Test as a predictor of academic achievement.

The subjects were 120 students in a grade-ten school in the city

of Fredericton. They were administered the Spitzer Study Skills Test and the Terman-McNemar Test of Mental Ability.

Findings of this study suggest that the Spitzer Test does not possess any greater predictive value than the Terman-McNemar Test and that both the tests measure essentially the same skills.

97. RAMAIUK, ALEXANDER, An Evaluation of the Effectiveness of the First Grade Reading Testing Program as Used in West Jasper Place Public Schools. University of Alberta, 1964.

The purpose of this study was to evaluate the effectiveness of a testing program used for underage to measure the maturation of skills considered necessary for first-grade success.

Using Metropolitan Readiness Test scores and Monroe Reading Test scores and other criteria for 444 children the study examined the correlation between predicted and measured achievement.

Results indicated that the Metropolitan Readiness Test was a good test as a selection instrument for underage first-grade children.

98. REDIGER, DONNA BETTY, Verbal Hierarchical Classification in Disabled and Able Male Readers. University of Alberta, 1970.

The major purpose of this study was to make an exploratory investigation of verbal hierarchical classification ability of disabled readers.

The thirty-one disabled readers who participated in the study were boys who were receiving remedial reading instruction in a clinical situation. They were either in grade-four or grade six in the regular classroom setting. The thirty-five able readers were boys who were either in grade-four or grade-six in three elementary schools. Subjects were administered the Canadian Lorge-Thorndike Intelligence Tests, the Gates-MacGinnitle Reading Tests and the Concept Formation Ability Test.

Analysis of the data indicated that the able readers were more proficient at forming and expressing class concepts than were the disabled readers at the same grade level.

The findings of this study indicate that there should be a greater emphasis on verbal hierarchical classification and other aspects of concept formation in diagnosis and remediation of learning disabilities.

99. REID, RUTH LILLIAN, Auditory Aspects of Reading Readiness. University of Alberta, 1962.

This study tested the auditory abilities of children entering the first grade and related the results of these tests to oral and silent reading scores at the end of a grade-one reading program.

The experimental group consisted of 112 children entering the first grade in an Edmonton school. Auditory memory and discrimination tests were administered at the beginning of the first grade and again near its completion.

Significant differences in oral and silent reading tests in favor of the girls were found. Auditory memory was related with oral and silent reading and intelligence.

100. RODGERS, DENIS C., Reading Retardation, Auditory Memory, and Motivation in Grade IV, V and VI Boys. University of Alberta, 1966.

The purpose of this investigation was to confirm that (i) the auditory memory of retarded readers is significantly poorer than that of good readers, (ii) this poor auditory memory arises in part from distractibility, and (iii) increasing the motivation would bring the auditory memory performance of retarded readers to the level of good readers.

A group of thirty retarded readers, ten from each of grades 4, 5 and 6 were selected for the experiment. A control group of thirty boys from the same grades was also randomly drawn.

Each student was tested twice, in a neutral situation and later in a reward situation.

Analysis of the results indicated that retarded readers achieved lower mean scores on all tests. However, the scores of the retarded readers did improve under motivation.

101. ROSEN, THEODORA NADINE, A Comparison of the Figural-Cognitive Abilities of Eleven and Twelve Year Old Average and Disabled Readers. University of Toronto, 1969.

The major purpose of this study was to compare the factor patterns of the normal and disabled groups of children by using a battery of tests designed to measure the six figural-cognition abilities in Guilford's structure of intellect model.

The subjects were 82 grade-six pupils from ten junior public schools of the Toronto Board of Education. All subjects were administered a battery of 17 tests.

From the analysis of the data it was concluded that the disabled group differed from the normal group on the six Guilford figural-cognition abilities. It was suggested that these abilities have a correlation with reading disability. It was further concluded that the disabled group utilized complex abilities to handle tests which required a more uniform skill from the normal group. The investigator was not sure what variables were responsible for the difference in the factor patterns of the normal and disabled groups.

102. ROURKE, MARGERY ELEANOR, A Comparison of Three Reading Tests to Establish Instructional Level. University of Saskatchewan, 1970.

The purpose of this study was to determine whether standardized reading survey test, and a word recognition test designated appropriate instructional reading level, using the informal reading inventory as the measure of instructional reading level.

The subjects were sixty grade-four students randomly selected from six schools in Saskatoon. They were administered the Canadian Test of Basic Skills, (CTBS), Schonell Graded Vocabulary, and the Standard Reading Inventory.

The analysis of the data revealed that using the Standard Reading Inventory as the basis of instructional level neither the CTBS nor the Schonell Graded Vocabulary could be substituted to find instructional level. Subtracting a constant from the grade scores of the standardized tests in order to determine the instructional level was also found not statistically viable. It was also found that teachers tended to place children near the grade level mean.

103. RUSSELL, ISOBAL RODGER, The Diagnostic Value of the New Basic Reading Test. University of Saskatchewan, 1967.

The purpose of this study was to investigate the diagnostic value of the New Basic Reading Test (1954) by Marion Monroe.

The subjects were 210 children, thirty at each of seven primary reading levels identified by the test. They were tested with an informal Reading Inventory developed by the investigator and the New Basic Reading Test.

Analysis of the data showed that for most of the children the instructional level was lower than their low or very low scores on the New Basic Reading Test. Also the New Basic Reading Test could not differentiate between pupils at the lower limits of the scale.

104. SCALDWELL, WILLIAM A., A Study of Personality Concepts in Children with Reading Problems, Using the Q-Technique. University of Toronto, 1965.

The purpose of this study was to determine if remedial reading instruction would raise the level of self-esteem and improve the mental health of retarded readers.

Two matches groups of retarded readers were used as subjects. Both were tested at the beginning and end of a twelve-week period. Only the experimental group received intensive remedial assistance.

The Q-sort method of personality assessment was chosen for the experiment. The analysis of data showed that members of the experimental group improved their self-concepts as a result of the treatment.

It was suggested that principals, supervisors, and consultants should be aware of the effects of improved reading skills on children exhibiting personality anomalies or undesireable behavior patterns.

105. SHANDLING, REBECCA, A Clinical Study of Auditory Perceptual and Oral Reading Patterns in a Group of Dyslexic Boys. University of Alberta, 1970.

This study investigated the auditory perceptual and oral reading patterns, and the relationship between these, in a group of ten dyslexic boys between the ages of eight and ten years.

Their auditory discrimination, auditory blending ability, and short term auditory memory were measured at the beginning of the study. Samples of their oral reading and comprehension were obtained at monthly intervals over four months.

Findings from the analysis revealed that: (i) all subjects had adequate auditory discrimination and auditory blending ability, and inadequate short term memory (ii) all subjects showed greatest difficulty in auditory perceptual tasks and (iii) in oral reading all the subjects showed greatest strength in processing syntactic information while reading and weakness in processing graphe-phonic and semantic information.

It was suggested that the teaching methods for this group should aim at improving their auditory memory and their ability to integrate all cue systems while reading.

106. SIMPSON, JOHN GARBUTT, A Survey of the Subject Matter of the Various Readers. University of Toronto, 1922.

This study examined the contents of the fourth grade readers in use in Upper Canada and Ontario and makes suggestions for the preparation of new readers.

107. SINCLAIR, M.E.G., The Relationship Between Word Fluency and Reading Comprehension. University of Alberta, 1966.

This study investigates the relationship between reading comprehension and word fluency in an attempt to determine certain perceptual and cognitive dimensions of reading.

The subjects were 250 grade-ten female students who were administered the Cooperative Reading Test and word fluency tests devised by the investigator.

Analysis of data showed that word fluency had convergent and divergent dimensions. There was a close relationship between speed of comprehension and word fluency factors.

The findings of this study suggest that the perception and manipulation of structure is positively correlated with speed of comprehension, but is not significantly correlated with depth of comprehension.

108. SISTER FRANCIS AGNES WALLACE, A Study of the Intelligence, Reading, Achievement, and Personality Adjustment of Seventh-Grade Pupils. Mount St. Vincent University, 1963.

This Investigation attempted to study the intelligence, reading achievement, and personality adjustment of certain seventh-grade pupils.

The subjects were 265 pupils from the three public schools in the city of Halifax. The pupils were, generally speaking, from families of average socio-economic status. All pupils followed the same course of studies and used the same textbooks. They were administered the Otis

Self-Administering Test of Mental Ability, California Test of Personality and the Gates Reading Survey.

Analysis of the data showed that these seventh-grade pupils were one month below age level in reading achievement. There were no significant sex differences among the subjects in general intelligence, reading achievement, or personal adjustment as measured by the tests employed in this study.

109. SISTER JULIANA HEISLER, The Readability of Primary Basal Readers. University of Saskatchewan, 1969.

The purpose of this study was to investigate the readability level of 12 series of primary basal readers using both the Spache Readability Formula and cloze tests, and to compare the results obtained by each method.

The subjects for the cloze tests were 690 grade-four children from the City of Saskatoon. Later, all grade-three children were also tested on the Cloze Tests for purposes of comparison.

The findings revealed that readability of books according to Spache formula ranged from 1.3 to 4.7. On the cloze tests books generally showed a rising trend of difficulty through the series.

The investigator concluded that the area of readability is one in which definite answers are not yet available.

110. SISTER M. TERASITA. A Comparison of the Two Phonetic Methods, Synthetic and Analytic, in the Teaching of Reading to Grade One Beginners. University of New Brunswick, 1965.

This study compared two phonetic methods of teaching reading, namely the synthetic method used in the English Bacon Readers and the analytical method used in the Curriculum Foundations Series, to grade-one beginners.

Two matched groups of 25 children were selected for two successive

years. One group was taught by the synthetic method and the other by the analytical method. The teachers exchanged the groups in the second year. Standardized tests were used to measure the relative effectiveness of the program.

The results seemed to indicate that a synthetic program teaches more accurate word perception because of its concentration on letters and sounds. However, this emphasis on the word unit may fail in many cases to teach comprehension of the sentence and paragraph.

III. SISTER MARY BAPTISTA (BACKMAN), Patterns of Errors in Reading Comprehension of Grade Nine Underachieving Students. University of Alberta, 1965.

This study attempted to identify the patterns of errors in reading comprehension of underachieving grade 9 students. The students were identified on the basis of scholastic ability and reading achievement as measured by the Alberta departmental examinations given at the end of the nineth grade.

The findings indicated general weaknesses in all comprehension skills. The types of errors made were complex and varied usually involving several abilities.

The study recommends developing and refining the comprehension skills. The types of errors made were complex and varied usually involving several abilities.

The study recommends developing and refining the comprehension skills for the underachieving students. The study suggests that students need training in analyzing the author's purpose, motive and style, understanding word meanings, leterary devices, relationship between ideas etc.

112. SISTER MARGARET O'GORMAN, Extent to Which Certain Psychological Factors Affect Reading in Grade IV. Memorial University of Newfoundland, 1970.

This study examined the relationship between certain psychological variables and reading achievement of a sample of elementary school pupils. More specifically, it investigated the extent to which certain perceptual

conceptual, and personality variables are related to vocabulary and comprehension scores as measured by the Nelson Reading Test.

The sample consisted of 90 boys randomly selected from a Grade IV population. Data about the vocabulary and comprehension scores, socio-economic and educational background of the parents, and also the teachers' qualification as obtained in a previous investigation involving the same subjects were used. Further, the subjects were administered the Bender-Gestalt Test, Uznadze Set Test, Kasanin-Haufmann Concept Formation Test, Tylor Manifest Anxiety Test, McClelland - Achievement Test, and the Lorge-Thorndike Intelligence Test.

The study found n-Achievement and the level of verbalization correlate significantly at the .01 level with both vocabulary and paragraph comprehension. It also showed that the time required to form a concept correlated significantly at the .05 level with paragraph comprehension.

113. SISTER MARGARET PITTMAN, A Study of the Relationship Between Age at Entrance to Grade I and Later Reading Achievement. Memorial University of Newfoundland, 1969.

This study was designed to investigate the relationship between age at the time of entrance to Grade I and later reading achievement.

Data for the study were gathered from selected elementary schools in the city of St. John's. The subjects were 320 eight-year-olds who had entered school in 1965, and who were at the time of testing in Grade III, and 273 eleven-year-olds who had entered school in 1962 and who were at the time of testing in Grade VI.

Children who were six years old during the period September to December following entrance to Grade I were classified as early entrants. Children who were six years old during the period of January to April preceding entrance to Grade I were classified as late entrants. Each

group was further divided according to sex, kindergarten experience, and socio-economic status. The Lorge-Thorndike Intelligence Test and the Revised Nelson Reading Test were administered to all the children in the sample.

None of the interactions between the various factors - age, sex, kindergarten experience, and socio-economic status - were found to be significant. Significant differences were found between the reading achievement of early and late entrants, favouring the late entrants. Significant differences were also found between the reading achievement of children in the high and low socio-economic brackets, favouring those from high socio-economic backgrounds. Differences in reading achievement due to kindergarten experience and to sex were not significant.

114. SISTER RUTH LOUISE EAGAN, The Relationship Between Auditory Discrimination and Auditory Memory Span in Children from Kindergarten to Grade Three. University of Alberta, 1970.

The purpose of this study was to investigate the relationship between auditory discrimination and auditory memory span in children from kindergarten to grade-three.

Tests of intelligence, auditory acuity, auditory discrimination, and auditory memory span were administered to 133 children, selected randomly from two schools in Edmonton.

The results indicated that auditory discrimination and auditory memory span were significantly related. Both auditory discrimination and auditory memory span showed a consistent development from kindergarten to grade-three level on both tests. However, auditory discrimination seemed to develop at a much faster rate than did the auditory memory span.

115. SISTER RUTH MARY DICKINSON, Use of Free Time By Grade Nine to Twelve Students in Two Small Roman Catholic Separate Schools. University of Alberta, 1965.

The purpose of this study was to determine the "free reading" done by students of the last four years of high school in two small Roman Catholic separate schools in Alberta.

The subjects were 224 students who were asked to complete a questionnaire.

Results showed that students, in general, were reading books, newspapers, and magazines. Books were more popular in grades nine and ten; newspapers and magazines were more popular in grades eleven and twelve.

The girls were interested in careers, love, and family life; and the boys showed interests in sports, out-of-door adventure and the world at large.

The study recommends building a literature program around students' interests.

116. SMITH, JOHN WILLIAM ALEXANDER, Left-Right Discrimination, Lateral Dominance and Reading Achievement in Grade I Children. Un iversity of Alberta, 1970.

This study investigated the relationship between left-right discrimination and reading achievement in a sample of 60 grade-one children. The association of left-right discrimination with lateral dominance and the influence of lateral dominance on reading achievement were also examined.

A positive relationship between reading achievement and awareness of left and right was found. It was also found that established dominant subjects were better discriminators of left and right than were cross dominant subjects. There was no significant relationship between lateral dominance status and reading.

Left-right discrimination appears to be both a verbal and a perceptual skill. Lateral dominance appears to be linked to visual perception but not to verbal ability.

117. SNEYD, LAURA, Reading Retardation and Psycholingulstic Skills. University of Toronto, 1968.

This study explored the relationship between ITPA and two levels of reading retardation. It was expected that where areas of deficit occurred, performance would decrease according to the degree of reading retardation.

Subjects of average intelligence at the primary grade level were chosen on the basis of their reading level. A comparison was made of ITPA performance among average readers, slightly retarded readers, and severely retarded readers.

The findings of this study suggest that children with a reading disability function at a lower level than average readers in language usage as measured by ITPA. It was also found that children with reading disabilities do not differ in their ability to process meaningful information. Severely retarded readers were not as successful as average readers in perceiving visual or auditory detail or in mentally holding a pattern of symbols for immediate recall.

118. STEWART, KATE L. The Problem of Vocabulary Ability and Social Studies. University of Toronto, 1922.

The purpose of this study was to examine the relationship between students' vocabulary ability and their standing in social studies as determined by the teachers' examination.

A group of 245 students from a Toronto collegiate were given the vocabulary list from the Binet-Simon Tests.

The Investigator suggests that Intelligence Tests did not reveal a high correlation coefficient with scholarship and that programmes of studies are very heavy.

119. STINSON, FRANGA, On the Teaching of Reading in the Protestant Schools of Quebec: 1890 - 1960. McGill University, 1963.

This study examines the trends in primary reading materials used in the Protestant schools of Quebec since 1890 with respect to (1) vocabulary, (II) readability, (III) the uses of illustrations, and (IV) the nature of the literary content in the materials used for instruction.

The study shows that the reading instruction in Quebec from 1890 to 1960 changed slowly and that the changes since 1930 have followed patterns that have been tried in the United States. The reading textbook became more readable because of the scientific studies and expert opinion published in America.

120. TAYLOR, DEREK RICHARD, A Study of the Teaching of Sight Words to Poor Readers in Grade One Through Their Perferred Modes of Learning. University of Alberta, 1969.

This study investigated the effectiveness of teaching word recognition skills for a period of six-weeks to low achievers in reading in grade-one through their preferred learning modalities as identified by the Mill's Learning Methods Test (LMT).

The subjects were 50 children from grade-one who were identified as low achievers by the Gates McGinitle Reading Test. The sample was divided into two groups. The treatment group was taught new words by methods related to their preferred modalities of learning, while the non-treatment group was taught by the usual methods. A second form of the Gates MacGinitle Reading Test was administered to both groups at the end of the six-week treatment period to determine the mean gain.

The findings of the study indicated that although the LMT did identify preferred modalities of learning in some low achievers, a substantial percentage of these students either did not have a preferred modality or the LMT was not sufficiently discriminatory to identify it. Also, low-achievers in the treatment group did not make significant improvement.

121. TETLEY, DOROTHY FERN, The Relationship of Certain Teacher Characteristics to Pupil Achievement in Reading. University of Alberta, 1964.

The purpose of this study was to investigate the effects of certain teacher characteristics on pupil achievement in reading in grades 4, 5 and 6 with a view to providing guidance in the selection of elementary teachers.

Data on both teachers and pupils were gathered from school records of previous years.

Although findings related to teacher training were non-significant, a tendency for teachers with greater training to be more effective in inducing pupil achievement in reading was found. Two to four years of teaching experience were found to be significantly effective in teaching reading at the grade 5 level, while five to ten years' experience was significantly superior for grade 4 teachers. In grades 4 and 6 teacher experience over ten years resulted in lower pupil achievement in reading.

Female teachers of grade 4 were found to be significantly superior to male there was no difference in grade 5; but male teachers were superior at the grade 6 level.

The study suggests lessening of effectiveness with age and experience and recommends periodic refresher courses and inservice training programs if effectiveness in teaching reading is to be maintained.

122. THOMAS, B. G. EUGENIE, Analytic Review of Saskatchewan Readers, 1867-1948, with Suggestions for the Compilation of Readers in the Years to Come. University of Saskatchewan, 1958.

The purpose of this study was to present an anlysis of the content and format of selected reading textbooks used in the elementary schools of the Northwest Territories and Saskatchewan between 1884 and 1948 with a view to evolving a set of standards for modern elementary school reading textbooks.

The investigator selected twelve readers published between 1884 and 1948 and analyzed the physical format of each according to size, cover, paper, type, table of contents, glossaries, prefaces and appendices and other characteristics. She also analyzed the contents in terms of the subject, e.g. history, geography, science, health and hygiene and poetry.

The investigator makes several recommendations for testbook writers. She suggests among other things, that (I) only the work of outstanding writers of children's literature should be selected, (II) stories of all lands and ages should be included and (III) Indian and French-Canadian stories should be in evidence in the new readers.

123. TWOHIG, BRIAN THOMAS, An Investigation into the Relationship Between Body Directionality, Letter Directionality and Reading Achievement of Grade One Children. University of Alberta, 1972.

The purpose of this study was to examine the relationship of a child's ability to discriminate alphabetic letters which differed on a number of directional dimensions, and his level of achievement, and also his perception of directionality in terms of his own body.

The sample consisted of sixty grade-one children who were of at least average I Q, with equal distribution over sex and reading achievement level. Each child was administered the Keystone Visual

Screening Test, SRA Primary Mental Abilities, the Neale Analysis of Reading Ability and the Body, Letter Word and Sentence Directionality tests especially constructed for this study.

Findings showed a significant correlation between a child's scores on discrimination tests and his level of reading achievement. Findings further revealed that scores on the discrimination tests tended to decrease from the discrimination of directionality with reference to one's own body through to alphabetic letters in isolation, within words and finally within the context of a sentence.

The study suggests that children experiencing difficulty in the discrimination of alphabet letters would benefit from training in directional discrimination.

124. VANDERSTEEN, BERTHA A., A Study of the Reading Problems of the Pupils of Two Grade Seven Classes in a Winnipeg School. University of Manitoba, 1952.

The purpose of this study was to examine the efforts made to improve silent reading throughout two Junior High School classes in one school in the City of Winnipeg, to study the effect of remedial measures applied and to evaluate the general success attained.

The two classes were equated at the beginning of the school year by means of intelligence test results and achievement in the previous year. They were pre- and post-tested by means of the Iowa Silent Reading Test. The results showed that class B made greater improvement in reading than class A. The investigator suggests that this may be due to above average IQ's in class B. He also suggests than an exact measurement of success or failure is not possible. Pupils who did not show any progress in the test scores may have benefited from instruction in ways that are not readily apparent.

125. VOICE, BRIAN HUGH, A Study of the Awareness of Fifth Grade Students of Context Clues in Selected Basal Reading Material. University of Alberta, 1968.

The purpose of this study was to determine the awareness of fifth grade students of context clues in selected basal reading materials.

Forty students from four schools, ten from each, were selected for the experiment. A specially prepared Context Clues Test was administered to each child.

Analysis of the data indicated that the students were not aware of context clues in selected basal reading material. Listening ability, reading ability, and verbal ability were identified as being significantly positively correlated with the awareness of context clues in selected basal reading material.

The study suggests that the development of children's ability in the use of context clues would result in greater reading and listening ability.

126. WALKER, LAURENCE, A Comparison of Definite and Indefinite Expressions as Factors of Difficulty in Reading Comprehension in Grade Seven Social Studies. University of Alberta, 1968.

The purpose of this study was to investigate the influence upon grade-seven students' comprehension of social studies reading material, of the definiteness or indefiniteness of the expressions used to convey time concepts.

Comprehension was measured by cloze tests. Two forms of a passage dealing with a history topic were prepared as cloze tests. One form contained time concepts that were expressed in definite terms, the other contained equivalent time concepts expressed in indefinite terms.

The two cloze tests were administered to a sample of 312 grade-seven students.

Analysis revealed that grade seven students' comprehension of social studies material containing time concepts was better if the time concepts were expressed in definite rather than indefinite form.

The study suggests that textbooks writers would help the students by using definite time expressions in their books. The teacher should give special attention to the teaching of indefinite time expressions.

127. WEDEL, GEORGE JOHN, Characteristics, of Public School Students Referred for Remedial Reading. University of Saskatchewan, 1967.

The purpose of this study was to determine certain characteristics such as reversal errors and left-handedness in the elementary school pupils who were referred for remedial reading instruction.

The subjects were seventeen girls and forty-five boys, ranging in age from eight to sixteen years. The pupils came from grades two through eight and had IQ's between 70 and 135. On the Gates Reading Survey Test they scored from 1.8 to 3.3 grades below the city mean.

The cases studied showed a usual proportion of moderate right-handedness and an abnormal proportion of older pupils with mixed dominance. They made more reversal errors in reading than in spelling. Only the error 'disregard of punctuation' in oral reading approached a significant relationship to hand dominance. 'Insertion' errors in oral reading were related to knowledge of left and right.

128. WHEATLEY, MAISIE VIOLET, A Study of the Relationship Between Certain Visual Perceptual Abilities and Achievement in First Grade Reading. University of Alberta, 1965.

The purpose of this study was to examine the relationship existing

between certain visual discrimination abilities at the prereading stage and achievement in reading at the end of the first grade. Included in the visual discrimination abilities were the ability to note similarities and differences in forms and symbols and the ability to copy patterns.

The sample consisted of 102 first grade pupils attending three public schools in Edmonton. Visual discrimination tests constructed by the investigator and Gates Primary Reading Tests and the Survey of Primary Reading Development were administered to all the subjects.

Analysis indicated that word and letter matching ability is more closely related to reading ability than is the case for form matching ability.

The findings of this study suggest that simple matching exercises are of questionable value, whereas word matching exercises might be expected to aid in promoting reading readiness.

129. WHELAN, MARY E., Reading Achievement and Intelligence Scores of Indian Children. University of Ottawa, 1956.

The extent to which the achievement in reading attained by an Indian child effects his score on each of a verbal and non-verbal test of intelligence was the problem investigated in this study.

The Gates Reading Survey, the SRA Verbal Form, and the SRA Non-Verbal Form were administered to 322 Indian Children enrolled in eleven Indian Residential Schools of the Oblate Province of Manitoba.

An analysis of the results revealed that only on the non-verbal test of intelligence did the quotients approach the norms for white children. As a group the subjects tested had a quotient eighteen points higher on the non-verbal than on the verbal test of intelligence. Reading quotients indicated retardation for all the grades tested, that is from Grade V through Grade X. The reading quotients and the verbal

intelligence quotients were very similar.

It was suggested that a verbal test of intelligence measures the extent to which the Indian child understands the English language, and is not, for him, a valid test of intelligence. It was also suggested that a test having a carefully selected vocabulary and the arrangements of its items carefully controlled would be more suitable for measuring the intelligence of Indian children.

130. YOUNG, CAMPELL, A Qualitative Analysis of Reading Achievement in Edmonton Schools. University of Alberta, 1956.

The purpose of this investigation was to determine the status of reading achievement of randomly selected samples of grade-four and grade-seven pupils in the Edmonton school system.

Analysis of the scores on the California Reading Tests revealed that the mean scores of the samples exceeded test norms. The scores were found to be normally distributed. Evidence showed that sex differences in general reading ability were insignificant.

131. ZASADNY, NORMA JEAN, An Investigation of the Ability of Grade One Readers to Make Auditory and Visual Discriminations and Auditory-Visual Correspondences. University of Alberta, 1971.

The purpose of this study was to investigate the ability of high and low achievers in reading in making (a) auditory discrimination between minimal word pairs, (b) visual discrimination between word pairs and (c) auditory-visual correspondences of sounds represented by one or more letters.

Sixty first-grade children, either high or low in reading achievement were randomly chosen from four schools. They were administered the Fast-Cosens Auditory Discrimination Test and its visual counterpart, the

Auditory-Visual Correspondence Test.

Analysis of the data revealed that there were significant differences between high and low reading achievers in their ability to make auditory and visual discrimination and auditory-visual correspondences. Sex, I Q and chronological age were not significantly correlated with the criterion test scores when the total sample was considered.

The study suggests that teachers should be familiar with the testing materials and provide appropriate programs for young children.

SUBJECT INDEX*

Attitudes and Interests	2, 62, 66, 77
Auditory Blending	18, 47
Auditory Discrimination	22, 37, 82, 89, 99, 114, 131
Basal Readers	10, 73, 106, 109, 122
Beginning Reading	14, 34, 41, 61, 65, 75, 79, 82, 84, 94, 97, 128
Bilingualism	24
Comprehension	28, 33, 35, 54, 66, 70, 72, 81, 83, 90, 107, 111, 126
Content Areas	19, 29, 49, 52, 54, 83, 118
Context Clues	125
Grouping	76, 88
Home Environment	34, 37, 67, 74, 81, 95
Indian Children	56, 129
Intelligence	9, 24, 25
Laterality	1, 116, 123
Motor Skills	32, 43
Oral Reading	2, 8, 55, 56
Perception	9, 20, 42, 85
Personality	9, 11
Phonics	31, 36, 50, 110
Reading Ability	5, 25, 29, 32, 55, 64, 71
Reading Achievement	1, 2, 9, 17, 18, 20, 22, 23, 24, 30, 37, 40 43, 44, 46, 47, 48, 51, 53, 74, 91, 95, 96, 108, 112, 113, 116, 121, 123, 128, 129, 130

* Numbers refer to entries not pages.

Reading Curriculum	58
Reading Diagnosis	28, 86, 102, 103
Reading Readiness	99
Recreational Reading	3, 13, 16, 39, 115
Remedial Reading	59, 68, 78, 92, 93, 98, 100, 101, 104, 105, 117, 120, 124, 127
Sex Differences	24, 66
Silent Reading	63
Speed Reading	12
Study Skills	4, 69
Teaching Reading	4, 6, 7, 27, 38, 80, 87, 112
Visual Discrimination	60, 131
Vocabulary	2, 15, 21, 45, 57, 67, 118